**Lesson Plan Format**

**Teacher Candidate Douglas Szymanski Grade Level: 9 Date of lesson November 10, 2015**

**Content Standards:** 9SS3.g: Trace the origins of the Etruscan civilization and its impact on Roman civilization

**Learner Background:** Students have previous knowledge based on 6th grade standards of classical civilizations and completion of the classical civilization of Greece.

**Student Learning Objective(s):**

Students will examine the influences of civilizations on Rome.

Students will summarize their knowledge of Roman culture in determining what they would like to explore in this thematic unit

**Assessment:**

The students will complete a K-W-L chart as a way to self-evaluate their knowledge of Roman origins.

The Students will work in groups to draw a poster showing a Roman city or structure where the structures are formed in the style of a word wall (influences on Roman civilization by others, i.e. a drawing of the Leaning Tower of Pisa made of word bricks “Greece”, “Etruscan” etc.)

**Materials/Resources:**

Text Book

K-W-L chart

Poster Board

Pencils

Art supplies (markers, colored pencils, paint)

**Teaching Model/Strategy**

Use of K-W-L

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for rete aching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?